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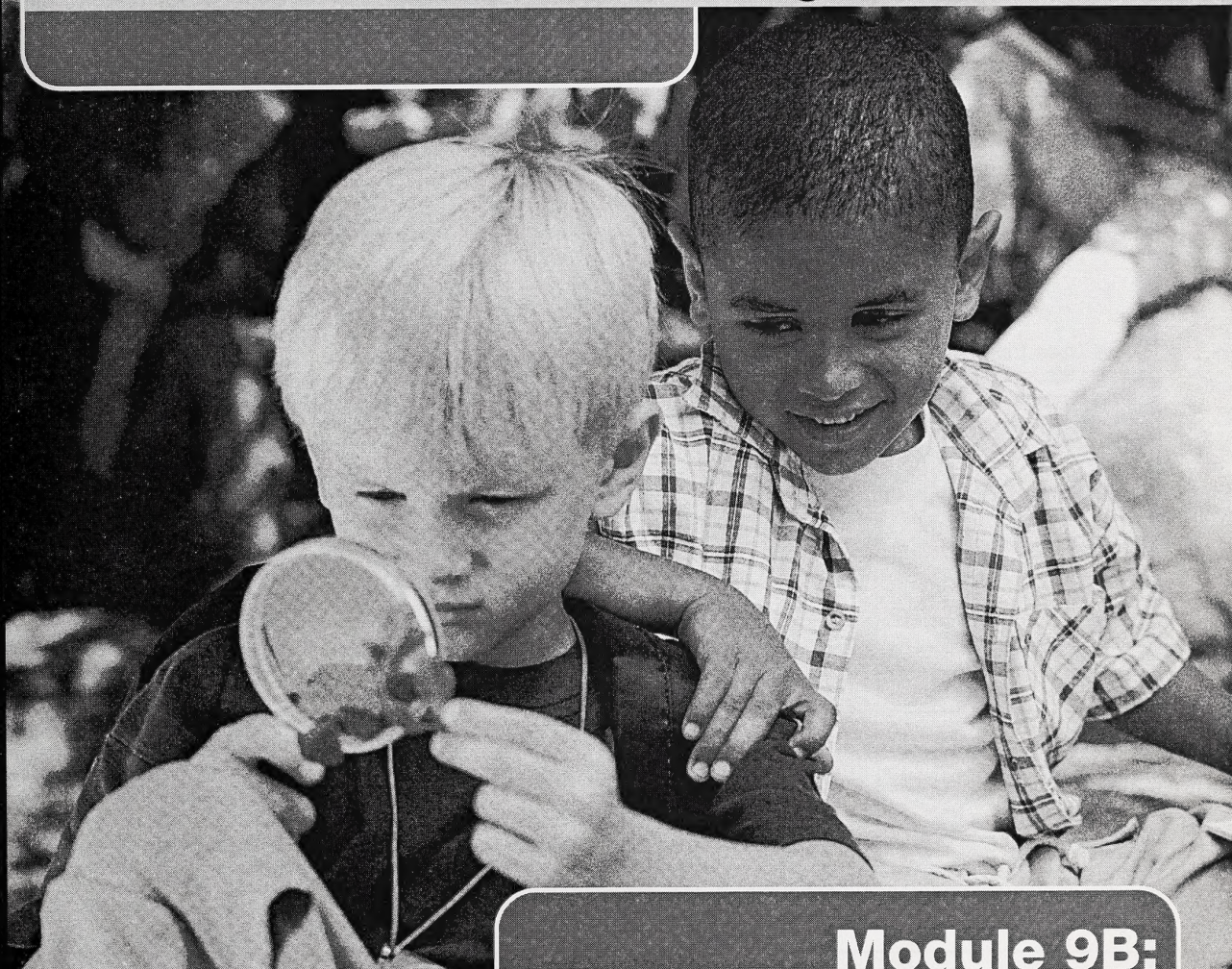
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Grade Three

# Thematic

Home Instructor's Guide and Assignment Booklet



Module 9B:

**Inventions and Explorations**

**Day 10 to Day 18**



Learning  
Technologies  
Branch

Alberta  
EDUCATION



Grade Three Thematic  
Module 9B: Inventions and Explorations  
Home Instructor's Guide: Days 10–18 and Assignment Booklet 9B  
Learning Technologies Branch  
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

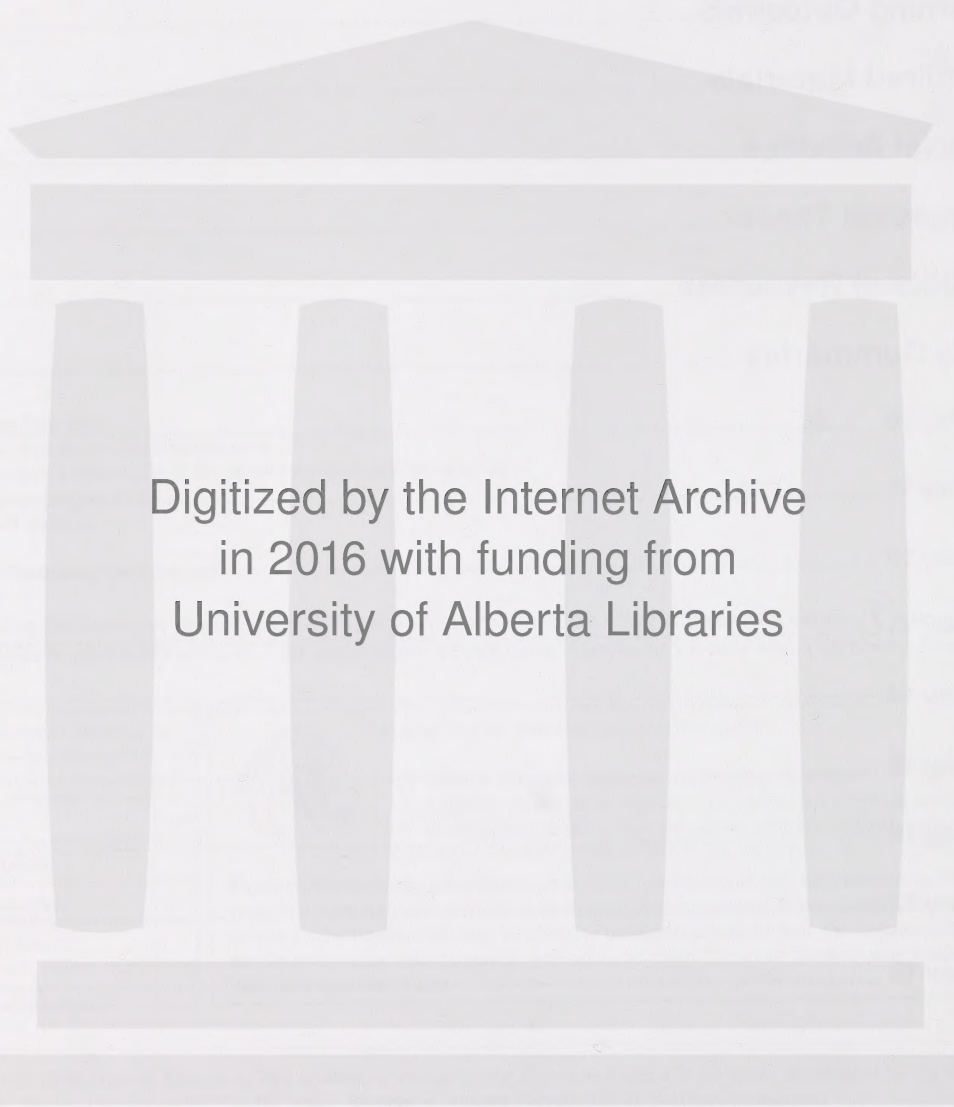
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## Module 9B: Inventions and Explorations

The subject matter of Module 9B includes space exploration, sea travel, and global citizenship. The science topic Building with a Variety of Materials continues. The social studies focus is global citizenship. In English language arts, the student completes a novel study and reads some non-fiction selections. The student continues to consolidate reading and writing skills in preparation for the Grade Three Provincial Achievement Test.

The Home Instructor's Guide for Module 1A contains general information about the course components, additional resources, role of the home instructor, time commitment, and assessment. If you do not have access to the Home Instructor's Guide for Module 1A, contact your school or teacher to obtain this important information.

## Learning Outcomes

### Science, Social Studies, and English Language Arts

Science outcomes for this portion of the module include

- using a variety of materials and techniques to design, construct, and test structures intended to support objects, span gaps, or provide models
- selecting simple tools and using them safely
- selecting appropriate materials
- maintaining and storing tools safely
- recognizing the importance of good workmanship and demonstrating growth toward it
- identifying the intended purpose of a structure

Science problem-solving skills include the following:

- identifying the purpose of the object to be constructed
- attempting a variety of strategies to complete tasks
- identifying and explaining the purpose of the steps followed in completing tasks
- identifying the materials and how they are used
- engaging in all parts of the task
- communicating the results of construction activities using written and oral language and pictures
- evaluating the product and identifying possible improvements

Social studies outcomes include the following:

- demonstrating an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in the world
- appreciating elements of global citizenship
- recognizing how his or her actions might affect people elsewhere in the world and how the actions of others might affect him or her



- respecting the equality of all human beings
- exploring the concept of global citizenship by reflecting upon a variety of questions of inquiry
- developing skills of critical thinking and creative writing
- developing skills of geographic thinking
- developing age-appropriate behaviour for social involvement as a responsible citizen contributing to his or her community
- applying the research process
- navigating links to locate facts
- developing skills of oral, written, and visual literacy
- developing skills of media literacy

English language arts outcomes include the following:

- identifying types of literature
- identifying ways dictionaries are organized
- developing a variety of comprehension strategies, including setting a purpose for reading
- monitoring and confirming meaning by rereading
- discussing, representing, and writing about ideas in text
- summarizing the main ideas of text
- sharing ideas that are related to new information
- telling and writing about favourite characters or parts of text
- connecting personal experiences to the experiences of a character
- making inferences about a character's actions or feelings
- using a dictionary to confirm meaning
- presenting oral readings with fluency, rhythm, and appropriate intonation
- using quotation marks to assist in constructing and confirming meaning
- using knowledge of quotation marks to read accurately and with comprehension in oral and silent reading
- writing legibly, including spacing words and sentences consistently
- adding sufficient written detail to sustain plot and tell about the setting and characters
- editing for complete and incomplete sentences, punctuation, and spelling
- finding information to answer a research question
- using captions, headings, pictures, and graphic organizers to access information
- recording facts using a variety of strategies
- experimenting with ways to generate and organize ideas and information
- organizing and sharing ideas and information on a topic

In Module 9B the student will complete a novel study. Help choose a novel suited to your student's reading level. If he or she is still having difficulty with much of the reading material in the *Collections* books, encourage your student to choose a beginner novel with short chapters, illustrations, and simple vocabulary. If your student is a confident reader and can read the selections in the *Collections* books easily, a longer, more complex novel may be chosen. The student may choose a novel that reflects his or her personal interests. Check the Required Materials list for a selection of popular novels that are often studied in grade three classes in Alberta. Consult with the teacher about the novel you and your student have selected or to get assistance with selecting a novel.

You may also wish to borrow additional library books for shared reading and silent reading. Choose stories, novels, and magazine articles about space, sailboat travel, Peru, and world citizenship.

To develop spelling and reading skills in Module 9B, phonics and spelling activities focus on dictionary skills and homographs.

## Music

Provide a variety of musical opportunities for the student. You might include music using the Inca flutes or pan flutes.

## Art

The student will design a drawbridge and try to improve it.

## Physical Education and Health and Life Skills

Daily fitness activities are strongly recommended. The student should continue to walk or jog in the community as part of the fitness routine. When no specific activity is scheduled, swimming or sports, such as soccer or softball, are good options.

## Technology

The student will use the Internet to find facts about Mars. The information on the Internet may not be at the student's reading level.

Help the student when he or she gathers information.

- **Read** the information with the student.
- **Print** any interesting information the student can use.
- **Gather** the information in the Writing Folder for writing and research assignments.

The student may also research daily life in Peru or other topics of personal interest.

## Required Materials

The student will need the following items for Module 9B:

- Module 9B Student Module Booklet
- Module 9B Assignment Booklet
- *Collections: Carving New Frontiers*
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- atlas
- Writing Folder



- Art Folder
- Internet access
- materials for building projects, such as string, heavy cardboard and tape, two full soup cans
- a newspaper or magazine cartoon that makes a comment about a current event
- tape recorder and blank audiotape or computer with recording capability
- materials for a book report project, including a video camera, videotape, and materials to create puppets or paintings
- a novel chosen by the student and approved by you and the teacher

Novels that are often studied in grade three programs in Alberta include the following:

*Mr. Popper's Penguins*, Richard and Florence Atwater  
*Lilly's Good Deed*, or other books by Brenda Bellingham  
*Freckle Juice*, or other books by Judy Blume  
*Ramona Quimby, Age 8*, or other books by Beverly Cleary  
*Mieko and the Fifth Treasure*, Eleanor Coerr  
*Charlie and the Chocolate Factory*, or other books by Roald Dahl  
*Napachee*, Robert Feagan  
*The Whipping Boy*, Sid Fleischman  
*Different Dragons*, or other books by Jean Little  
*Wings to Fly*, or other books by Celia Lottridge  
*Sarah, Plain and Tall*, or other books by Patricia MacLachlan  
*Owls in the Family*, Farley Mowat  
*Dolphins by Daybreak*, or other books by Mary Pope Osborne  
*Skinnybones*, or other books by Barbara Park  
*Abel's Island*, William Steig  
*Charlotte's Web*, or other books by E. B. White  
*Little House on the Prairie*, or other books by Laura Ingalls Wilder

You may wish to choose a novel from the list provided or you may ask the student's teacher for suggestions. The novel should be at the student's reading level. You may check this by asking the student to read a page and lift a finger for each unknown word on the page. If the student finds five or more unknown words on the page, choose a novel with easier vocabulary.

You should also read the novel selected for study by the student in preparation for discussing aspects of the novel or assisting the student with checking the activities relating to the book. This is an excellent opportunity for the student to share the experience of reading a book.



## Special Activities

### Computer Research

**Day 10:** Research Mars facts on the Internet.

### Field Trips

**Day 10:** Visit a science museum or planetarium to find out more about the planets and space travel (optional).

### Building Projects

**Day 12:** Build a drawbridge.

### Novel Study

**Day 12 to Day 16:** a selected novel and Reading Response Journal (from the Appendix of the Student Module Booklet)

## Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education and Health and Life Skills	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the Daily Summaries. Not all activities will appear each day.



## Additional Resources

The following books may be available at your local library or bookstore. Your librarian may be able to suggest additional or alternative books.

### Fiction: Short Stories and Picture Books

*Sarah's Boat: A Young Girl Learns the Art of Sailing*, Douglas Alvord

*The Magic Fan*, Keith Baker

*The Magic School Bus Lost in the Solar System*, Joanna Cole

*Sail Away*, Donald Crews

*The Dream Eater*, Christian Garrison

*The Stonecutter: A Japanese Folk Tale*, Gerald McDermott

*Jiro's Pearl*, Daniel Powers

*June 29, 1999*, David Wiesner

### Fiction: Chapter Books

*The Real Me*, Betty Miles

*Mayfield Crossing*, Vaunda Michaeux Nelson

*A Long Way to Go*, Zibby Oneal

Also refer to the list in Required Materials.

### Non-Fiction

*The Planets in Our Solar System*, Franklyn Branley

*Mars*, Larry Dane Brimner

*Great Discoveries and Inventions That Helped Explore Earth and Space*, Antonio Casanellas

*For Every Child: The UN Convention on the Rights of the Child in Words and Pictures*, adapted by Caroline Castle

*Life on Mars*, David Getz

*Nickelodeon's The Big Help Book: 365 Ways You Can Make a Difference by Volunteering!*, Alan Goodman

*How Do I Feel About: Dealing with Racism*, Jen Green

*Boating with Cap'n Bob and Matey: An Encyclopedia for Kids of All Ages*, Lew Hackler

*Into the Wind: Sailboats Then and Now*, Steven Otfinoski

*Tell Me a Mitzvah: Little and Big Ways to Repair the World*, Danny Siegel

### Internet

Search using the keywords *Mars*, *Mars exploration*, *Peru*, or *human rights*. The following websites may be useful:

- NASA's Mars Exploration Program  
<http://www.jpl.nasa.gov/mars>
- Mars Today  
<http://www.mgcm.arc.nasa.gov>
- Virtual Peru  
<http://www.virtualperu.net/>
- Peru in Wikipedia  
<http://en.wikipedia.org/wiki/Peru>



## Daily Summaries

Read each day's summary and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student's Course Container, and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel more practice is needed, you can extend the activities or create new tasks for the student.

## Day 10

### Learning Outcomes

The discussion of space exploration prepares the student for reading an article about the Sojourner robot used to explore Mars. The student has an opportunity to explore the parts of a rover and to discover some interesting facts about Mars on the multimedia CD that accompanies the course. The student can do further research using the Internet. Spelling words are introduced and dictionary skills are reviewed. The student learns about construction projects on the Dempster and Alaska highways to understand that design plans often have to be revised.

### Materials You Need Today

- Internet access
- a newspaper or magazine cartoon that makes a comment about a current event

### Getting Started

The day begins with a discussion about space exploration. The student gives opinions about space exploration and thinks about other “frontiers” of exploration. Other frontiers may include medical research and technological advances.

### A New Frontier

The student reads an article about the Sojourner robot that was used to explore the surface of Mars. After reading some facts about Mars, the student does further research about Mars using the *Grade Three Thematic Multimedia* CD and by using the Internet. If you do not have access to the Internet at home, you can access the Internet at a local library or school.

If you are visiting a library to access the Internet, this would be a good time to help your student choose a novel suitable for the novel study on Days 12 to 16.

In Module 6A your student was introduced to self-correcting by using the Suggested Responses at the end of each day in the Student Module Booklet. Assist the student only when necessary to locate and use this self-assessment tool.

Monitor your student to be sure he or she completes the activities in the Student Module Booklet before looking at the answers. Review with the student how to locate each question and how to compare the answers. Explain that the student's own wording may not always be exactly the same as the given answer, but the meaning should be the same. Unless otherwise specified, student answers need not be in complete sentences. Check to see that the student is making corrections for any incorrect answers. Corrections should be made using a different colour of pen.



## Spelling

The spelling word list for Days 10 to 18 includes eight high-frequency words that are frequently misspelled. Dictate the words when the student is ready to write the Spelling Pre-test.

Say each word. Say the word in a simple sentence and then repeat the word. Be sure the sentence makes the meaning of the word clear.

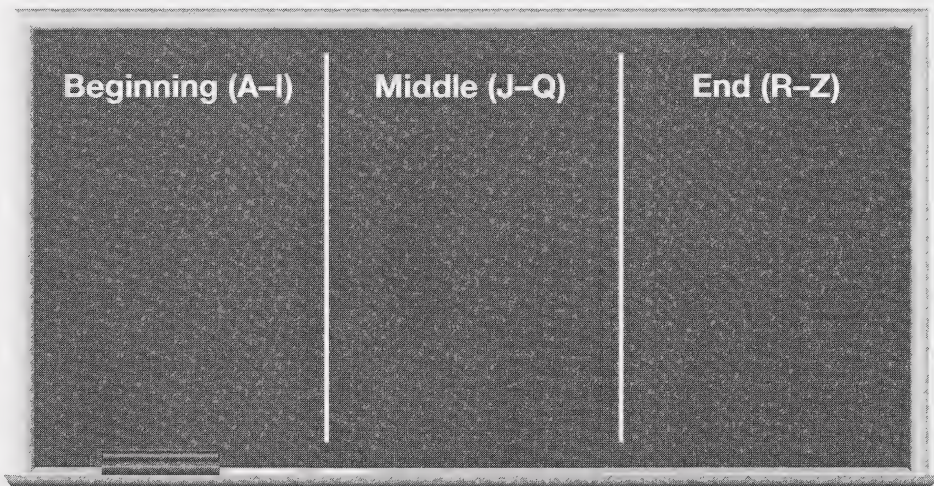
These are the spelling words:

- again
- beautiful
- know
- something
- they
- upon
- were
- what

## Phonics

Finding words quickly is an important dictionary skill. The student considers the sections of the dictionary and learns how to use them to find a word quickly. To help him or her practise this skill, play the following game.

On the chalkboard or whiteboard, write the headings **Beginning (A-I)**, **Middle (J-Q)**, and **End (R-Z)**.



Cut a sheet of unlined paper into 12 pieces to make small word cards. Print the following words from today's reading selection on the cards. Put one word on each card.

remote	Mars	airbags	rover
spacecraft	robot	laser	mission
discovery	atmosphere	computer	planet



Show the student one of the word cards and have him or her read it aloud. Ask the student to identify in which part of the dictionary this word would be found—at the beginning, in the middle, or at the end. Then ask him or her to place the word card under the correct heading on the chalkboard or whiteboard. Follow the same procedure for a few words and then allow the student to finish placing the words independently.

Some students may find it necessary to recite the alphabet in order to discover the position of the letter.

Check the word cards and discuss any problems the student encountered.

## Frontiers in Construction

The student learns about some historical building projects and how builders must learn to adapt to changing conditions. The article is intended to encourage the student to persevere when working on building projects and to help him or her understand that even professional engineers must sometimes revise and change design plans.

## Day 11

### Learning Outcomes

Word-analysis strategies and reading-comprehension strategies are applied and demonstrated by recording a reading for assessment, once without preparation and a second time after practice. Spelling words are practised and challenge words are selected. Homographs are the focus for phonics. The student listens to a reading about life in Peru and carries out activities to explore concepts about global citizenship.

### Materials You Need Today

- tape recorder or computer with recording capability
- blank audiotape labelled with the student's name, the module number, and the day number (or a CD)
- Internet access (optional)

### Getting Started

The student begins the day by thinking about the word-analysis strategies and the comprehension strategies that he or she uses.

### Sailing to Hawaii

The student makes two recordings of a reading selection from *Carving New Frontiers*. First, the student reads and records unfamiliar material to help the teacher analyze the reading strategies that the student is using. Another recording is created after the student has practised. The recording will be sent to the teacher on Day 18. This recording will allow the teacher to judge the fluency of your student's oral reading.

### Spelling

Help the student choose four challenge words. If you have noticed any high-frequency words spelled incorrectly in the student's written work, assign them as challenge words. Some other words you may want to consider are the following:

- |            |              |         |            |
|------------|--------------|---------|------------|
| • space    | • connection | • robot | • inventor |
| • sailboat | • remember   | • world | • citizen  |

## Phonics

Homographs, words that are spelled the same but have different origins and different meanings, are introduced in today's activity. The student uses a dictionary to discover the meanings of some homographs and then completes an activity in the Phonics book.

## Life in Another World Community

To help the student learn more about the daily life of a Peruvian child, read aloud the following diary entry. It describes Sam's arrival in Peru with his family.

September 3

Dear Diary,

We arrived in Lima on the coast of Peru two days ago. Peru is part of the continent of South America. As soon as we arrived, I contacted my pen pal, Rosa. She invited me to join her for the day. I met her early this morning. I had breakfast with her family. It was called *ocapa*, a dish of boiled potatoes in a sauce of cheese and nuts. It was delicious.

In Peru the summer months are from December to April, which is opposite to our summer months. This is because Peru is in the southern hemisphere. South America is south of the equator. It is still winter here, but it is very warm because it is close to the equator.

Rosa explained that the coastal part of Peru, where Lima is located, is actually a desert. It gets little rain. There are huge sand dunes outside of the city. However, there is always moisture in the air because of the Pacific Ocean. The Andes are a high range of mountains that run the length of Peru, just like the Rocky Mountains run the length of British Columbia. Lima is west of the Andes, along the coast. The city is built on the Rimac River.

I soon discovered that Lima is a very large city. Over seven million people live in Lima. The city has grown because many people have come from rural communities. Rosa's family came to Lima from Chincheros, a community in the Andes. Her family speaks Quechua (ketch wa) at home. At school she speaks Spanish and learns English. Part of her study of English includes writing in English to a pen pal. Many schools in Peru are community schools. Rosa's school was built in an old family home. Many community events are held at her school. She studies mathematics, science, social studies, language arts, and English at school.

Rosa showed me pictures of her village in the Andes. The Inca people, who were the original people here, made terraces on the sides of the mountains that are still used today. The terraces were made so crops could be planted on their flat surfaces. In Chincheros they grow potatoes and grains, such as barley. Potatoes originally came from Peru. They grow many different varieties. People in Chincheros raise sheep and llamas. As well as meat, they supply wool for making clothing and weavings. Weavers in Peru make cloth with traditional patterns. In the lower valleys they grow corn and rice. Rosa explained that northern parts of Peru are jungle. The jungle is being cleared to make more farmland. Fishing is important along the coast.

Rosa lives in a neighbourhood called Miraflores in Lima. There are houses, apartments, stores, and some hotels. We are staying in one of the hotels. Lima has many places that show its Spanish history. Rosa's father took us by bus to see the Plaza Mayor in downtown Lima. It is the main square of the city. It is a famous landmark. We also went to see a busy shopping mall in Lima. We had hamburgers and fries for lunch.



I found that people in Lima use buses for public transportation. There are also many cars and bicycles. Traffic is very busy. The cars and buses cause pollution. The people of Lima are trying to lessen the pollution by starting a project called the Bus Rapid Transit System to improve the roads and bus service. Rosa said in Chincheros most people walked. In Rosa's community, Miraflores, people have formed a mesa (meh sa). A mesa is a group of people who talk about ideas for improving their quality of life by protecting the environment, building more houses, and making more jobs. Rosa's parents belong to the mesa.

In Lima there are many doctors, clinics, and hospitals for people to access. In Chincheros there were no doctors or clinics. When Rosa's brother became sick, they had to travel long distances to a hospital.

People have many different jobs in Lima. Some people work in industries and some in businesses. The main industries produce metal and oil. Businesses make cloth and food products. Most goods are transported by trucks. Rosa's father is a truck driver.

The last thing we did was hop in the car and go to see the beach. It is very long. When we got home, Rosa showed me the Inca flutes known today as pan flutes that she is learning to play.

When it was time to go, I thanked her for such a wonderful day and promised to keep writing. I'll never forget my friend Rosa and all the things I learned about Peru!

## Day 12

### Learning Outcomes

The student selects a novel for study, examines the characteristics of a novel, and plans a reading schedule. The Reading Response Journal for the novel study is begun and the first Vocabulary Log is completed. Spelling words are studied in context. Synonyms, antonyms, and homonyms are reviewed. The student reviews how environmental issues are global issues and how individuals and governments can take action to prevent further pollution and global warming.

### Materials You Need Today

- a novel chosen by the student and approved by you and the teacher

### Getting Started

If the student has not already chosen a novel, this should be done now. You may find a suitable novel in your local library, a bookstore, or from your personal collection. The novel should be fictional and contain several chapters. Be sure the novel is at your student's reading level. Check the list in Required Materials for suggestions. You should ask your student's teacher for suggestions as well.

The student examines the characteristics of a novel and plans the number of chapters that should be read each day in order to complete the book in five school days. The student may need to spend extra time reading in order to complete the novel in the required time frame.

### My Chapter Book

The student removes the Reading Response Journal pages from the Appendix of the Student Module Booklet. Be sure the student understands how to complete the Vocabulary Log.

## Spelling

### Spelling Dictation Steps

- Prepare a space on the blackboard or on chart paper for the spelling sentences.
- Say the spelling word.
- Dictate (say) the complete sentence. Repeat the spelling word.
- Stop for a minute and then repeat the entire sentence.
- Give the student enough time to write the sentence.
- Print the sentence correctly on the board or on chart paper.
- Give the student time to make self-corrections. Discuss why any errors occurred.
- Check the student's work to make sure each self-correction is accurate.
- Continue to dictate the sentences, one at a time, until they have all been written.

Tell your student to think carefully about the sentence before adding the punctuation. Some of the sentences are statements, some are questions, some are exclamations, and some include quotations.

### Dictation Sentences

**again:** Can I do that again?

**beautiful:** That's a beautiful baby!

**know:** Do you know where I put my book?

**something:** I wish I had something to do.

**they:** They went to the lake.

**upon:** "Once upon a time," began the storyteller.

**were:** Where were you going?

**what:** What is that?

## Caring for the Environment

The student learns that environmental issues are global issues because pollution affects more than one country through conditions such as acid rain and global warming. Review the ways that governments and individuals can take action to care for the environment and prevent further pollution and global warming.

## Day 13

### Learning Outcomes

The student recalls events from the previous day's novel reading. Dialogue and its use are discussed. The student completes the Vocabulary Log for today, along with activities about dialogue in the novel. Spelling words are reviewed in handwriting. Homonyms, antonyms, and synonyms continue to be reviewed. The student continues to explore the concept of global citizenship by looking at how connections are made by communities around the world. Simple materials are used to construct a drawbridge and to test its strength.

### Materials You Need Today

- heavy cardboard (at least 60 cm long)
- string
- two full soup cans or other full cans (to be used as mass for a structural test)
- tape



## Getting Started

The student tells about the events that have happened so far in the novel he or she is reading.

## My Chapter Book

Another section of the novel is read today. As the student reads, he or she watches for examples of dialogue and thinks about how the dialogue helps to tell the feelings of the characters.

The student continues to note unfamiliar words or phrases in the Vocabulary Log. Be sure he or she defines these unfamiliar words.

## Building Bridges

The student discusses and reviews connections between countries and thinks about how groups and individuals can make a difference. An activity relating to the question “Should Canadians share goods, knowledge, and skills?” is discussed in the Assignment Booklet. If you still have the chart that was begun on Day 5 of Module 9A, you may wish to review this information with the student before he or she begins the assignment.

## Building a Drawbridge

In this activity the student designs, constructs, and tests a drawbridge. After completing the task, the student records and comments on the experience in the Assignment Booklet. Have the student keep the bridge to use again on Day 15.

## Day 14

### Learning Outcomes

The day begins with a discussion of rights and responsibilities. Novel study continues with a focus on the characters and problems they face. A writing assignment based on the Grade Three English Language Arts Achievement Test is begun. A plan and the first draft are completed using a simple text and visual prompt. The investigation of global citizenship continues. The safe use of tools and materials is reviewed.

## Getting Started

The student discusses the rights and responsibilities of Canadian citizens. You may have to explain what each of the rights entails in simple language, for example, explain that freedom of speech means that Canadians can express their opinions in newspapers or speeches. Canadians can talk about things such as government policies or business practices without fear that they will be punished for it. Along with this right goes the responsibility to publish or speak about facts, not lies or gossip.

## My Chapter Book

As the student reads the next portion of the novel, he or she considers any problems that the characters encounter.

## **Write One More Story**

The student should plan and write the story independently, using the skills that he or she has developed over the year. If your student is skilled at keyboarding, the story can be planned and written using a word-processing program.

## **World Citizenship**

The student thinks about the responsibilities of world citizenship and determines whether any characters from his or her novel exhibit good citizenship.

## **Day 15**

### **Learning Outcomes**

The student thinks about personal experiences that are similar to those of characters in stories and takes a closer look at the characters in the selected novel. The story that was begun on Day 14 is edited and rewritten. Spelling words are practised and antonyms, synonyms, and homonyms are reviewed. The drawbridge that was built on Day 13 is reworked to improve its design and strength.

### **Materials You Need Today**

- materials to improve the model drawbridge built on Day 13

### **Getting Started**

Characters from stories that the student read this year are discussed. The student will answer the questions in this activity orally. Can the student compare his or her life to a fictional character? Can the student think of personal experiences that are similar to those of a character? At the end of Module 9B, you will be asked to comment on this skill in the Home Instructor's Comments.

### **My Chapter Book**

The student takes a closer look at the characters in the novel that is being studied. After reading a section of the novel, an activity is completed in the Reading Response Journal.

### **Edit and Rewrite Your Story**

Encourage the student to edit the story independently. The student is instructed to rewrite the story in handwriting or neat printing. This will allow the teacher to judge the legibility of the student's written work.

### **Improving Your Bridge**

The student tries to improve the design of the model drawbridge that was completed on Day 13. The student may choose to use different materials, different joining techniques, or a different design for the mechanism that raises and lowers the bridge. Encourage the student to devise a way to test the bridge in order to compare it to the first bridge.



## Day 16

### Learning Outcomes

A prediction is made about the end of the novel and is then verified by reading to the end of the novel. Spelling words are practised and handwriting skills are demonstrated. The student selects one of five activities to complete as a book report for the novel studied.

### Materials You Need Today

- materials for the book report project, such as paint, puppet-making materials, or coloured paper, depending on which project the student chooses
- some choices for a book report require audio-recording equipment or video-recording equipment

### Getting Started

The student predicts how the novel will end.

### Finishing Your Chapter Book

The student finishes reading the chapter book and compares his or her prediction to what actually happened in the story.

### Handwriting

The student practises handwriting and then rewrites a printed paragraph in handwriting. The student also has a chance to self-evaluate his or her handwriting skills.

### My Book Report

The student chooses **one** of the five book report activities to complete. Help the student choose the activity best suited to his or her learning style. Be sure to save all parts of the activity for submission to the teacher.

#### Activity 1: Picture This

The student is asked to paint a picture of two scenes from the novel and write a few sentences about each scene. One painted picture and its written comments should be included when submitting this project.

#### Activity 2: Puppet Play Pals

The student is asked to create puppets of the main characters and use these puppets to act out three events from the novel. The puppet play may be videotaped and submitted, or you may record the dialogue of the play and submit the audiotape or CD along with one of the puppets.

#### Activity 3: Dear Character

The student is asked to write a letter to a character from the novel. Some suggested topics are included. You may need to review the parts of a friendly letter before the student writes the letter. Ask the student to edit and rewrite the letter before submitting it.

#### **Activity 4: Filmstrip Fun**

The student draws six pictures in sequence to tell the main events of the story. These pictures are then used to retell the main ideas of the novel. After the student has practised the retelling, ask him or her to speak clearly as you record the retelling. Submit the recording and the rolled “filmstrip.”

#### **Activity 5: A Book Report Hamburger**

Help the student follow the instructions to create a “hamburger” that tells about the setting, main events, characters, and ending of the novel. Submit the completed “hamburger” to the teacher.

### **Day 17**

#### **Learning Outcomes**

Global citizenship and improving quality of life are the focus today. The student reads the wishes for a better world made by other students, and then writes what he or she thinks are the three best wishes. The student demonstrates geography skills by identifying the continents where various countries are located. Spelling words are practised. The student demonstrates an understanding of the geographic, social, cultural, and linguistic factors that affect quality of life in communities around the world and how Canada is connected to communities in the world.

#### **Materials You Need Today**

- Student Module Booklets 8B and 9A

#### **Getting Started**

The day begins with a discussion about how to make the world a better place. The student makes three wishes for the world.

#### **Wishes from Around the World**

The student reads a selection from *Collections: Carving New Frontiers*. This selection outlines the wishes of children from around the world. The student reads the wishes and chooses a word or short phrase that tells the main idea of each wish. The wishes are compared with the student’s own suggestions from the beginning of this day.

#### **Which Continent?**

The student locates the countries mentioned in the reading selection. You may need to assist the student in finding some of the smaller countries. Give hints using directions rather than showing the student where the country is or telling the name of the continent. For example, if the student can’t find Zimbabwe, say “This country is near the Indian Ocean. It is in the southern part of the world. It is not in Asia.” Continue to give hints as necessary, but do not tell the student which continent the country is in.

#### **Canada and the World**

The purpose of this activity is to help the student integrate and share the knowledge that he or she has gained about world connections and quality of life.



## Day 18

### Learning Outcomes

The day's activities give the student a chance to reflect on themes and topics studied over the year. The student revisits each module and completes a short review activity for each. The student writes the final spelling test. Ways to be a good global citizen are reviewed. Accomplishments for the year are celebrated and shared with others.

### Materials You Need Today

- samples of student work from throughout the year

### Getting Started

The day's activities give the student a chance to think back on themes and topics studied over the year. To begin the day's activities, the student recalls a favourite character, a favourite story, and a favourite fact from the previous year.

### Take a Trip Back

The student revisits each module and completes a short review activity. Take the opportunity to assist your student in reviewing and sharing the learning experiences of Grade Three Thematic.

### Spelling

Say each word in order. Say the word in a sentence and repeat the word. Also test the student on the challenge words that were decided upon.

These are the spelling words:

- |         |             |        |             |
|---------|-------------|--------|-------------|
| • again | • beautiful | • know | • something |
| • they  | • upon      | • were | • what      |

### Be a Good Global Citizen

The student reviews ways to be a good global citizen. Help the student decide on two actions he or she will take toward these citizenship skills. This could be a family commitment if you like.

### Sharing Your Work

Take this opportunity to celebrate your student's accomplishments this year. Encourage him or her to share some of this month's work. You may wish to recognize the student for his or her special accomplishments—you can make this as simple or as complex as you like. An award certificate, a small trophy, or a special treat can be a powerful reward for a student.





## ASSIGNMENT BOOKLET 9B

Grade Three Thematic  
Module 9B: Days 10–18

### Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

### FOR SCHOOL USE ONLY

Assigned Teacher:  
\_\_\_\_\_

Date Assignment Received:  
\_\_\_\_\_

Grading:  
\_\_\_\_\_

Additional Information:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

### FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:  
\_\_\_\_\_  
\_\_\_\_\_

Date Submitted:  
\_\_\_\_\_  
\_\_\_\_\_

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

## INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

### MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

### FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

### E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

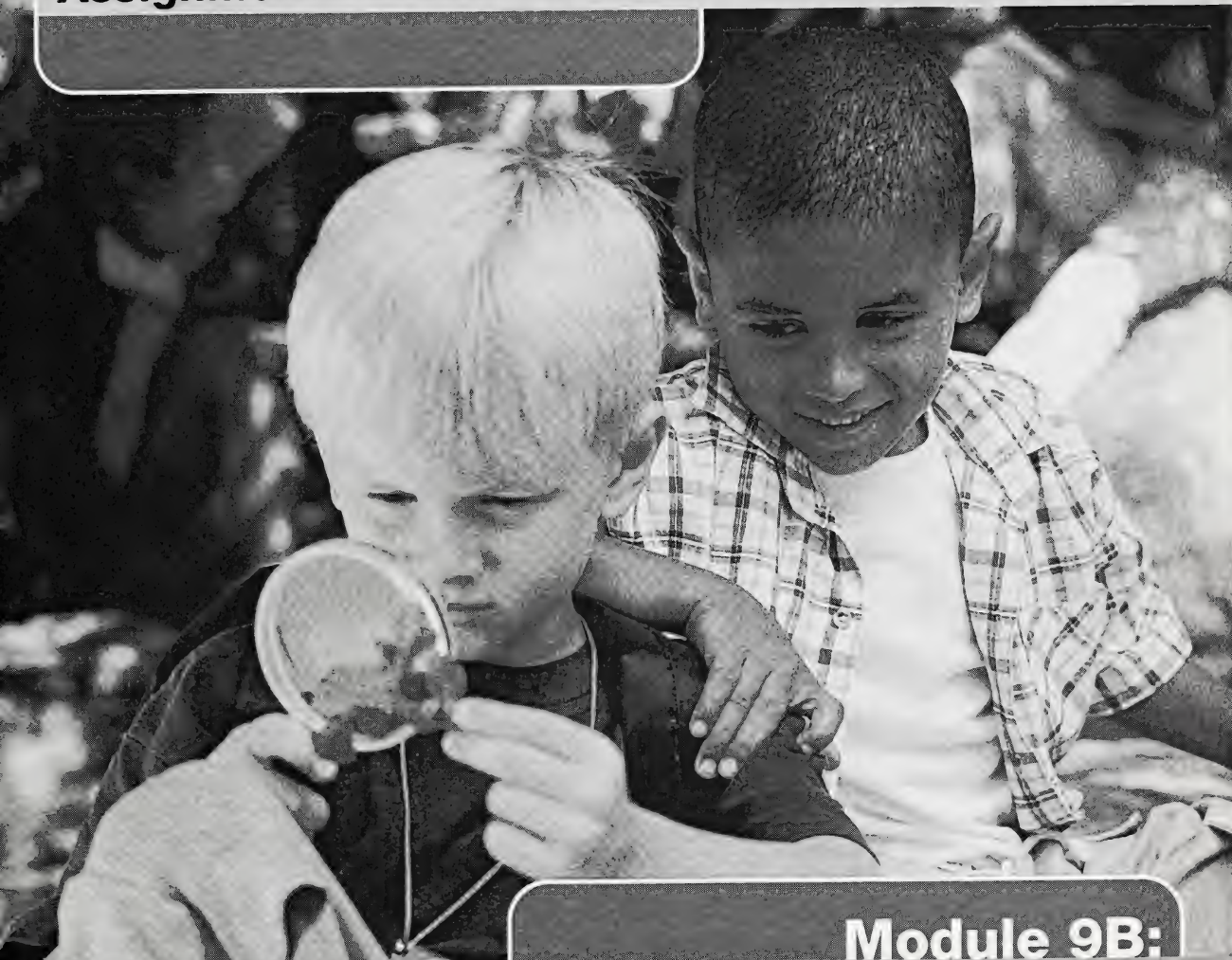


Grade Three

3

# Thematic

Assignment Booklet



**Module 9B:**  
**Inventions and Explorations**  
**Day 10 to Day 18**

## FOR TEACHER'S USE ONLY

### Summary

	Your Grade
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Assignment 5	
Assignment 6	
Assignment 7	
Assignment 8	
Assignment 9	
Assignment 10	
Assignment 11	
Assignment 12	
Assignment 13	

### Teacher's Comments

Grade Three Thematic  
Module 9B: Inventions and Explorations  
Assignment Booklet 9B  
Learning Technologies Branch

Cover Art: Photodisc/Getty Images

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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# Assignment 1

# Spelling Pre-test

Write each word as your home instructor says it.

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## Assignment 2

## Dempster Diagram

In Student Module Booklet 9B you read about how engineers built the Dempster Highway over the muskeg and permafrost.

Draw a diagram that shows how they built the highway. Use labels to show the road materials and how they were used.



## Assignment 3

## A Day in Peru

Use the information from the diary entry about Peru that your home instructor read to compare your life to Rosa's. Answer the following questions. Look for topics such as food, school, main languages, climate and geographic features, transportation, jobs, and goods and services produced to make your comparisons.

1. Tell two ways that Rosa's life is different from your life.

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2. Tell two ways that Rosa's life is the same as your life.

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3. Tell two ways that Rosa's community is the same as your community.

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4. Do you think you would like to live in Peru? Tell why or why not.

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## Should Canadians Share?

- ☐ should help people in other countries
- ☐ should not help people in other countries

- 
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Assignment 5

## A Drawbridge

1. **Procedure:** Explain how you built your drawbridge.

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2. **Diagram:** Draw and label a diagram of your bridge.

## Assignment 5

## continued

3. What worked well?

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4. What problems did you have?

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5. How could you improve your bridge?

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**Assignment 6****A Safety Cartoon Strip**

Draw a cartoon strip to teach a younger student how to use and care for tools. Use speech balloons to tell safety rules.


# Assignment 7

# Making Improvements

1. Explain what changes you made to your drawbridge.

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2. How did you test your new, improved bridge?

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3. Did you improve the strength of your bridge? \_\_\_\_\_

4. Did you improve the stability of the drawbridge or make it easier to lift the drawbridge?

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5. What advice would you give to another student who wanted to build a drawbridge?

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6. If you were building a real drawbridge that could support cars, what materials would you use?

For the deck, I would use \_\_\_\_\_

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To pull up the span, I would use \_\_\_\_\_

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# Assignment 8

# Handwriting

Write the following paragraph on the lines below. Use your best handwriting.

I learned to write all the letters of the alphabet this year. I can make each letter correctly. I know how to slant the letters and space them correctly too. This is a sample of my best handwriting.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

## Assignment 8 continued

If you think you are doing very well at the handwriting task, draw a happy face.



If you think you need to work on the handwriting task, draw a sad face.

☐

I can write all the lowercase letters correctly.

☐

I can write all the capital letters correctly.

☐

I slant the letters correctly.

☐

I space the letters correctly.

☐

My handwriting looks neat and can be read easily.

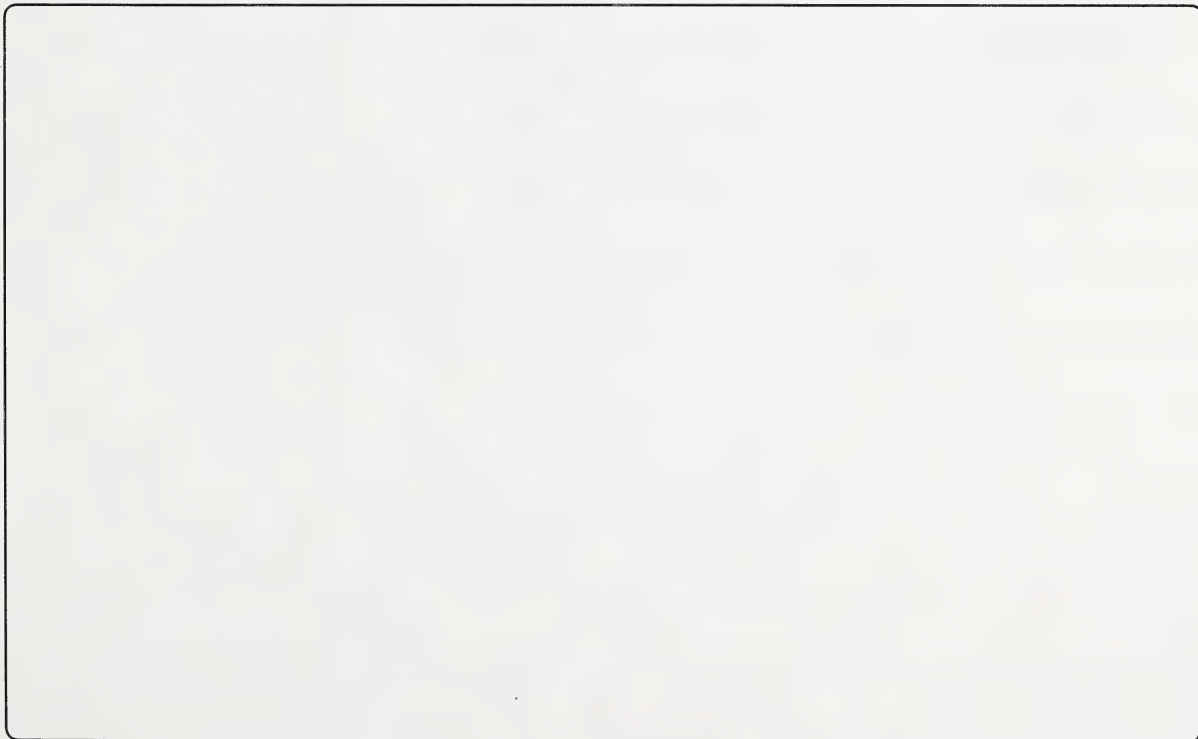
## Assignment 9

## My Wishes for the World

1. Three wishes that I have for the world are

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

2. Draw an illustration of one of your wishes.





# Assignment 10 Which Continent?

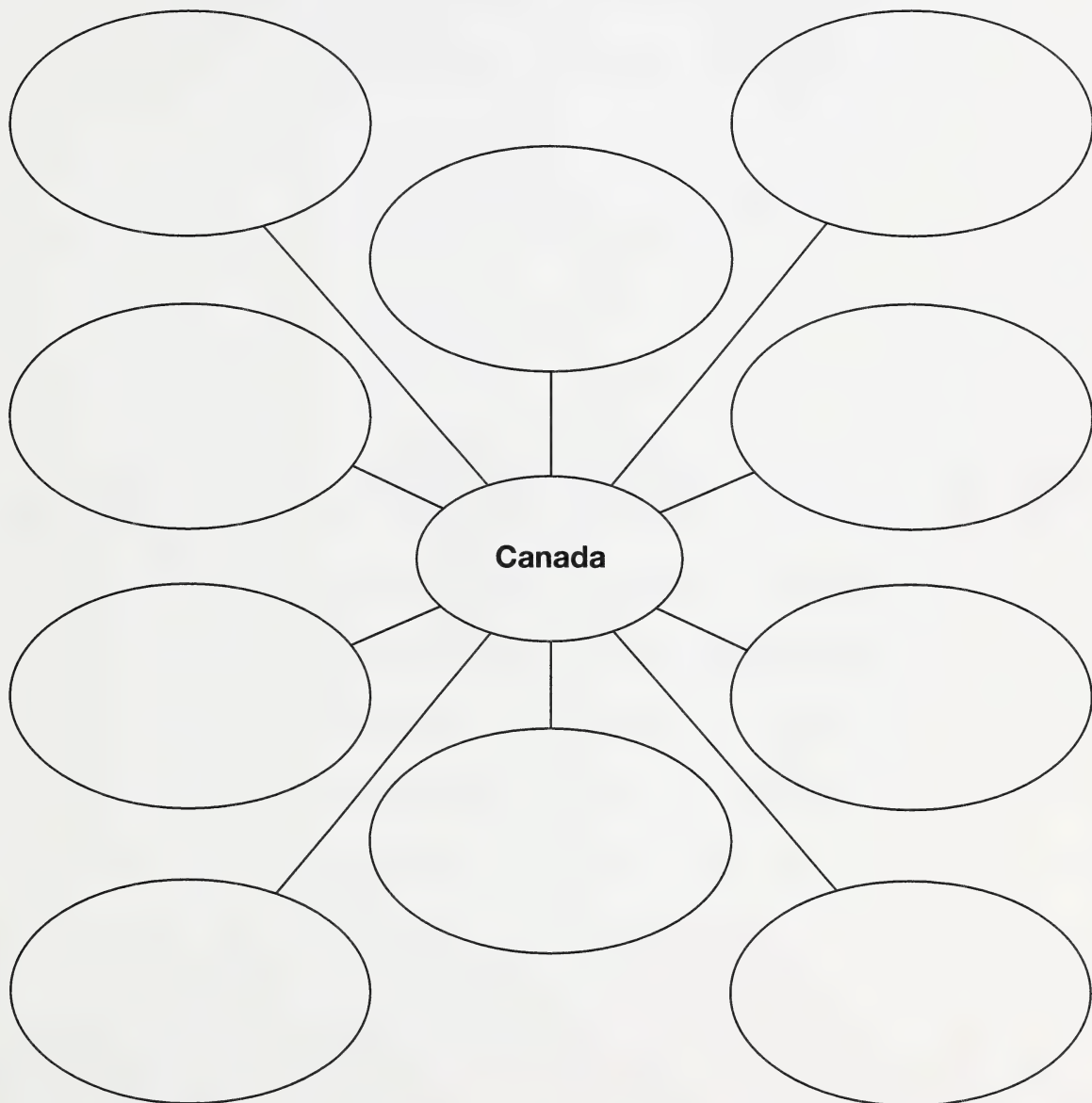
Write the name of the continent where each country is found.

1. Somalia \_\_\_\_\_
2. Costa Rica \_\_\_\_\_
3. Peru \_\_\_\_\_
4. Poland \_\_\_\_\_
5. Guyana \_\_\_\_\_
6. Ireland \_\_\_\_\_
7. South Korea \_\_\_\_\_
8. Sri Lanka \_\_\_\_\_
9. Turkey \_\_\_\_\_
10. Portugal \_\_\_\_\_
11. Argentina \_\_\_\_\_
12. Italy \_\_\_\_\_
13. Zimbabwe \_\_\_\_\_
14. Iran \_\_\_\_\_
15. Jordan \_\_\_\_\_
16. Australia \_\_\_\_\_
17. Did you find countries from every continent in the world? \_\_\_\_\_

## Assignment 11

## World Connections Web

Write the name of a country in each circle. Underneath the name, write at least one way that the country is connected to Canada.



# Assignment 12 Spelling Test

Write each word as your home instructor says it.

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# Assignment 13 My Goals

1. Have you achieved the goals you set in Module 7A or made progress toward them? Explain.

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2. What changes and accomplishments are you most proud of?

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3. How will you make a difference in the world? Tell one way you plan to make the world a better place.

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## Module 9B

## Student Learning Log

Put a check mark beside the things you can do.

- ☐ I can build, test, and improve a structure by myself.
- ☐ I can use pictures, captions, and headings to find information.
- ☐ I can tell three ways to be a good global citizen.
- ☐ I can read and understand a novel.
- ☐ I can plan, write, and edit a fiction story by myself.

### Student's Comments

What strategies did you use when you read your novel? What difficulties did you have reading or responding to your novel?

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## Module 9B

## Home Instructor's Comments

Check **yes** or **not yet** for each question.

The student is able to

- use a variety of strategies to read and understand a novel ☐ yes ☐ not yet
- design, construct, test, and improve a structure ☐ yes ☐ not yet
- compare daily life in his or her own community to life in another community ☐ yes ☐ not yet
- use quotation marks to assist with understanding and reading ☐ yes ☐ not yet
- remember how to form cursive letters without looking at the handwriting chart ☐ yes ☐ not yet
- appreciate the responsibilities of a global citizen ☐ yes ☐ not yet

### Additional Comments

Use this space to make comments about your student's ability to compare his or her life and experiences to that of a character in a story or novel.

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Do you have any questions or comments about this part of the module?

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## Module 9B

## Items to Submit

Check each item as you include it for mailing to the teacher.

- ☐ **Day 11:** audio recordings from “Hawaii, Here We Come!”
- ☐ **Days 12, 13, 14, 15, and 16:** Reading Response Journal
- ☐ **Day 15:** Unit 7 Checkup from *Modern Curriculum Press Phonics: Level C*
- ☐ **Day 15:** story and story plan
- ☐ **Day 16:** book report activity
- ☐ **Day 18:** Assignment Booklet 9B

# LEARNING TECHNOLOGIES BRANCH DISTANCE LEARNING HOME INSTRUCTOR AND STUDENT COURSE SURVEY FOR GRADES 1-6 COURSES

*Students: After you have completed the assignments in this course, please fill in this survey **with** the help of your home instructor.*

*Your honest thoughts about the course are appreciated. They will help improve the course for future students.*

*We encourage you to go to our website at **www.education.gov.ab.ca/ltb** and complete and submit this survey electronically. If this is not possible, see the last page of this survey for other ways to submit the survey.*

## Part A: About Yourself




Your distance education school: \_\_\_\_\_

Distance education course you are taking: \_\_\_\_\_

## Part B: About the Course




On each line, print an "X" under the words that best show what you think.

1. How hard did you find this course?

				
very easy	rather easy	neither easy nor hard	rather hard	very hard

←-----|-----|-----|-----|-----→

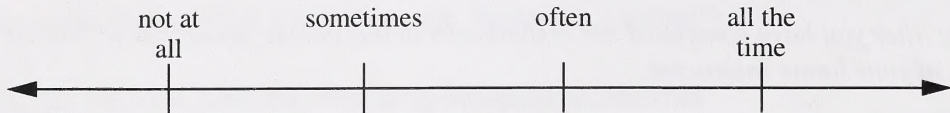
2. How well could you follow the directions and the way things were explained in the modules?

				
very simple to follow	rather easy	about right for me	rather hard	very difficult

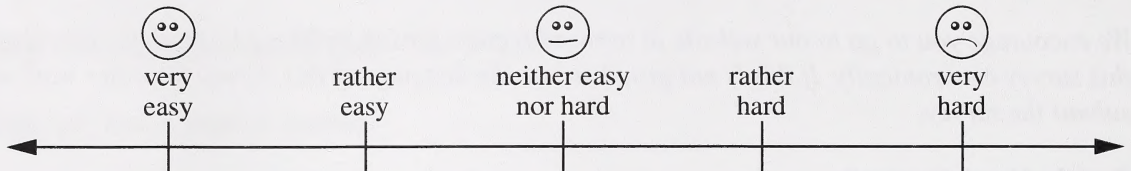
←-----|-----|-----|-----|-----→

3. The Internet may have been mentioned in your course as one way to get information or find activities.

How often did you use the Internet to complete this course?



4. How easy or hard was it to use the Internet in this course?



5. If someone helped you with parts of the course, answer the following questions:

a. Who helped you? (parent, friend, etc.) \_\_\_\_\_

b. What did this person do to help you? \_\_\_\_\_

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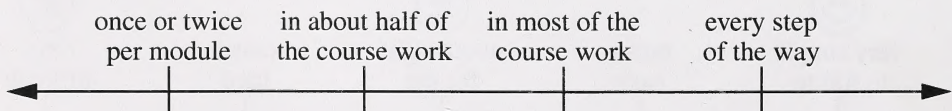
c. In which parts of the course did this person help you the most? \_\_\_\_\_

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d. How often did this person help you?





6. The best thing about this course is \_\_\_\_\_

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7. The part of this course that most needs improving is \_\_\_\_\_

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8. Tell us any other ideas you have to make this course better. \_\_\_\_\_

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9. If you have completed or almost completed another distance education (DE) course within the past year, complete the following chart. If you have done a few distance education courses recently, please choose a course that is similar to this course.

Print the names of the courses in the following chart. Then put a check mark (✓) in each column to show what you think.

<b>Comparison Between DE Courses</b>	<b>Took More Time</b>	<b>Was More Difficult</b>	<b>Was Better Written</b>	<b>Was More Enjoyable</b>
Name of this course:				
Name of other DE course:				

Thanks for taking the time to complete this survey. Your ideas are important to us. If you are mailing this survey, please use the address on the right. Or, you may e-mail or fax the survey, using the address or number below.

Learning Technologies Branch  
Box 4000  
Barrhead, Alberta  
T7N 1P4

E-mail: [ltbgeneral@gov.ab.ca](mailto:ltbgeneral@gov.ab.ca)  
Fax: (780) 674-6561

If you are enrolled at the Alberta Distance Learning Centre and have been submitting your Assignment Booklets to ADLC, you may return this survey with the last Assignment Booklet in the course.